US WEST Foundation
Connecting Teachers with Technology Award
The Electronic Art Museum
Zuni Elementary Magnet School

The Electronic Art Museum is a proposal to design, pilot and disseminate a technology rich art curriculum that is content integrated, develops computer and fine art skills and provides students opportunities for research, creation and publication.

Process

Design: The curriculum would be developed by teachers at Zuni Elementary Magnet School, their student teachers from the University of New Mexico and advisory team members from the immediate Zuni and larger Albuquerque community.

Broadly, it is anticipated that students would have opportunities to learn art and communication skills by developing expertise in the use of drawing programs, develop research skills through visits to museum models on the World Wide Web and local field trips, complete artist studies through an integration of traditional resources and technology - library, internet, CD ROM, laser disk - document their findings with timeline, mapping and desktop publishing software, create art using traditional and electronic media and display their work for the community in the Electronic Museum Tour during an annual Art Night each spring.

Pilot: Zuni Elementary Magnet School is one of 80 elementary schools encompassed by the Albuquerque Public Schools in Albuquerque, New Mexico. Zuni serves a diverse educational and ethnic population of over 600 students in its K-5 programs. Student teachers, under the guidance of their cooperating teachers, would pilot each year's curriculum development in their classrooms providing opportunities for evaluation and refinement. After successful trials, each lesson plan would become part of the Electronic Art Museum lesson bank which will be saved and distributed on Run-Time demo disks. Each disk will contain displays of student products, resources and teacher's lesson plans.

Disseminate: Dissemination of the curriculum would be through several existing channels. Locally, the lesson bank would be made available to all Zuni staff and advisory members. Copies would be provided to each student teacher for personal use as well as for distribution at their permanent site.

After a long absence, some art education has been recently returned to APS elementary schools through itinerant teachers. These art instructors visit each of the 80 elementary schools on a rotating basis. Zuni staff will offer workshops and lesson banks to these individuals to carry to their assigned schools.

Globally, the lesson bank will become part of the existing Zuni home page and a proposed Art-in-the-School home page for further distribution.

Key Goals/Outcomes

- Develop a model/curriculum for integrating technology and the arts that will center art education in the context of general education by emphasizing the skills of research, creation and publication
- Disseminate the model/curriculum locally through student teachers and itinerant teachers and globally through the internet
- Provide student teachers additional training in art methodology and an opportunity, under the guidance of cooperating teachers, to design, implement and evaluate curriculum
- Address APS district goals of improved technology literacy, the re-implementation of a fine arts program in the elementary schools and increased opportunities of cooperative learning

Timeline
Fall 1997 - Define member responsibilities; set curricular goals and objectives; design lessons; purchase, install and distribute new hardware and software

Spring 1998 - Pilot, evaluate and refine curriculum; create and disseminate lesson bank; program assessment

Fall 1998 - Set second year curricular goals (on-going); develop and implement APS itinerant teacher workshops

Team Members/Responsibilities
School Members
Doug Gillis; Multi-disiciplinary teacher, UNM cooperating teacher, Visual art certification, 1996 New Mexico Technology & Learning/Microsoft Teacher of the Year - responsible for fine art curricular guidelines, addressing the needs of the intermediate student, technology support

Tricia Blackledge; Multi-disiciplinary teacher, Catalyst Teacher for New Mexico Media Literacy Project, UNM cooperating teacher, MA Technology, Zuni Technology Chair - responsible for addressing primary curricular needs, technology support

Pat Carpenter; Special Education teacher, MA Special Education, Council for Exceptional Children 1996 Distinguished Service Award - responsible for addressing special needs curricular adaptations, technology support

Mary McAfee; Prinicial, MA Administration - responsible for budgeting, accounting, coordinating school needs with district, community, UNM, curricular support

Advisory Team
Dr. Anne Madsen ; UNM student teacher program director - responsible for coordination and support of student teachers

Janet Kahn; APS Fine Arts Administrator - responsible for curricular input, district support and resources, intinerant teacher liaison

Sarah Otto-Diniz - Executive Director for Art-in-the-Schools, a community based volunteer art instructor program providing lessons to elementary children in the classroom - responsible for community support and resources, curricular development

Alice Baltz and Linda Gillis - community parents and practicing computer graphics artists for Sandia National Labs - responsible for providing input on current art/technology trends, available resources and career development needs

University of New Mexico student teachers are assigned each fall and under the guidance of cooperating teachers are responsible for curriculum input, development, piloting and evaluation.

Budget

Teacher inservice days for curriculum development, creation of materials	$1000
Hardware purchases for existing equipment - memory upgrades, zip drives, additional printers, drawing pads, TV monitor connectors	$2000
Software Purchases - graphics software, CD's, laser disks, Flashnet account	$2000
Supplies - printer cartridges, disks, copying	$500
Additional Mobile Multi-Media Computer	$2500
Total	$8000

It is not anticipated that additional resources beyond the US Grant will be needed to fund or sustain this proposal as this project is being amortized through existing programs already in place.

Impact

The development, hands on testing, and dissemination of an art and technology curriculum will:

- Provide students an improved arts program, gained technological expertise and improved research, creation and publication skills
- Provide student teachers improved training, a more accurate school experience, better preparation for own classroom and a lesson bank of art/technology lessons
- Provide itinerant art teachers the opportunity to enhance their current program through the integration of technology and a lesson bank of art/technology lessons for selves and assigned sites
- Provide a raised status and increased community, school and district support for the arts program that will make increased spending for the arts more likely

Assessment

Built into the curriculum will be assessment strategies for the program and individual lessons.

Strategies include - portfolios, pre/post testing, art production, self evaluation, application of research, creation and publication skills to general content areas.

School wide assessment strategies include - increased use of technology, community feedback, interviews and feedback from student teachers, feedback from APS itinerant teachers
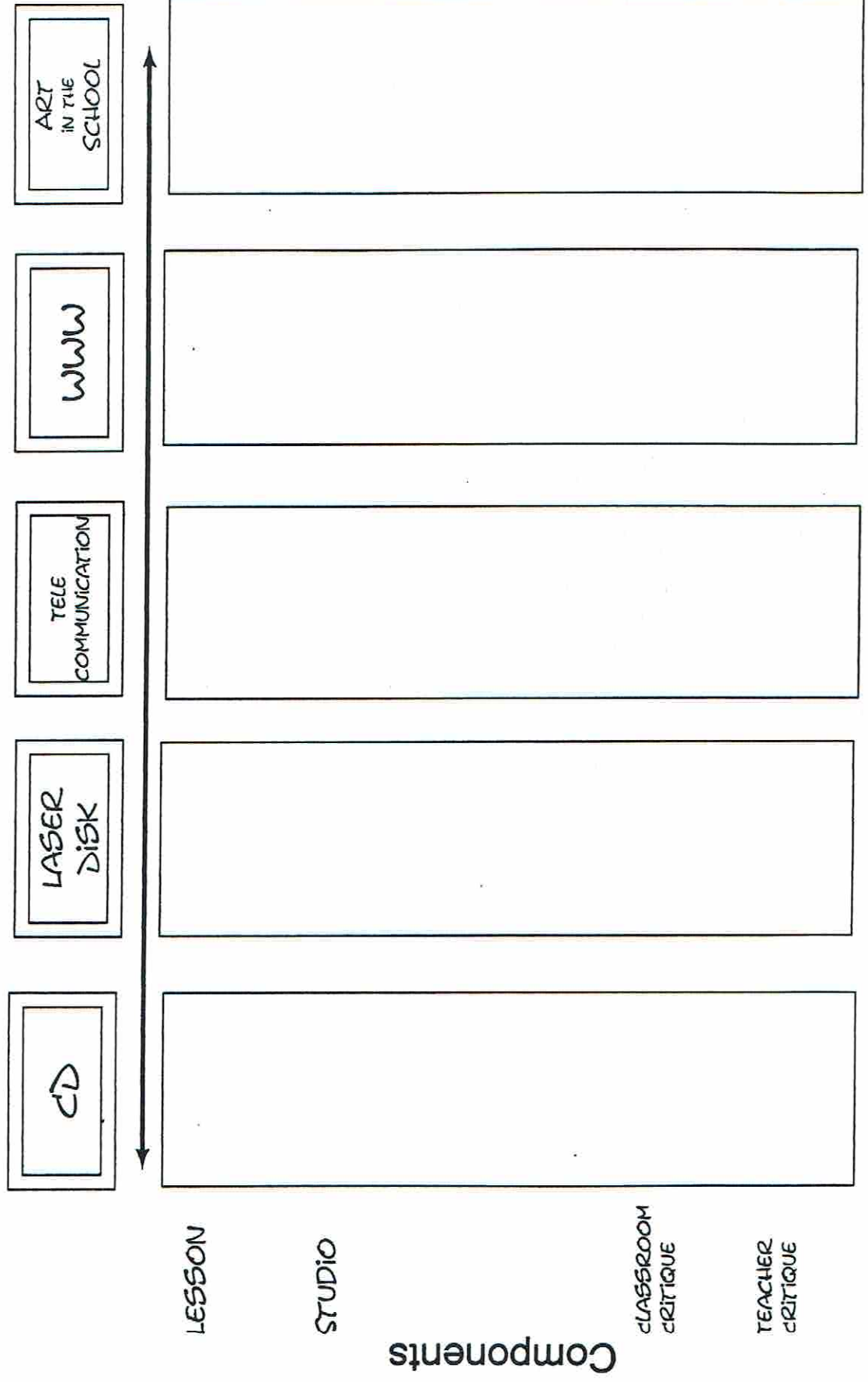
Lesson bank disks will provided a feedback sheet concerning lesson plan strengths, weaknesses, suggestions and number of students impacted.

Applicability

The dissemination process, the use of student teachers and intinerant teachers and the lesson bank disks with examples of student product and resources were designed to ensure the successful implementation of the curriculum beyond the pilot school. With increasing time demands within the classroom and decreasing budgets for fine arts, this program will be a welcome addition throughout the APS district and others with similar needs. This integration technique was recently supported in Translations, a publication of the National Art Education Association.

Electronic Art Museum

	CD	LASER DISK	TELE COMMUNICATION	WWW	ART IN THE SCHOOL
LESSON					
STUDIO					
CLASSROOM CRITIQUE					
TEACHER CRITIQUE					

Components

Technology/Art Lesson Plan

Objective:

Grade Level:
APS Competency:

Environment
Room Set-Up:

Studio Needs:

Technology Needs:

Resources (books, posters, CD ROM's, Laserdisks, web sites)

Lesson Plan
1. Anticipatory Set:

2. Instruction:

3. Guided Practice:

4. Independent Practice:

5. Closure:

Special Education Adaptations

Evaluation

Extensions/Connections

Teacher Critique

What grade or grades were involved in this lesson?

How many students participated?

Was the lesson clear and easy to use?

Lesson Strengths:

Lesson Weaknesses:

Suggestions:

Student Responses:

Student Critique

What was the best thing about this lesson?

What would you change about this lesson?

Name as many things as you can that you learned during this lesson.

Electronic Art Museum

Name:_____ Grade:_____ Date:_____

1.   What is art?

2.   Where can you find information about art?

3.   What do you see at art museums?

4.   Name all the art museums you know:

5.   What do artists do?

6.   Name all the artists you know:

7.   List all the "art" words you can think of:

8.   Why do people create art?

9.   Is art fun?

10.   What materials do artists use to create art?

11.   What kinds of jobs can artists do?